

# **INDEX OF ARTICLES, 2006**

Abstracts and sample articles available online www.earlychildhoodaustralia.org.au

#### Vol. 31 No. 1 March 2006

Contract Country		12000000
Grieshaber, S., & Walsh, K.	Editorial	ii-iii
Sumsion, J.	From Whitlam to economic rationalism and beyond:  A conceptual framework for political activism in children's services	1-10
Fisher, K., Thomson, C., & valentine, k.	The implementation of Families First NSW: Process lessons from the first four years	11-19
Elias G., Hay, I., Homel, R., & Freiberg, K.	Enhancing parent-child book reading in a disadvantaged community	20-26
Hatherly, A.	The stories we share: Using narrative assessment to build communities of literacy participants in early childhood centres	27-34
Mohay, H., & Reid, E.	The inclusion of children with a disability in child care: The influence of experience, training and attitudes of childcare staff	35-42
Nupponen, H.	Leadership concepts and theories: Reflections for practice for early childhood directors	43-50
Stephenson, A.	Troubling teaching	51-56
Arthur, L.	Book review: 'How to develop children's early literacy: A guide for professional carers and educators', Makin & Whitehead	57

### Vol. 31 No. 2 June 2006

McArdle, F., & Black, A.	Editorial	i
Jackson, D.	Playgroups as protective environments for refugee children at risk of trauma	1-6
Guo, K.	Raising children in Chinese immigrant families: Evidence from the research literature	7-13
Kishida, Y., & Kemp, C.	Measuring child engagement in inclusive early childhood settings: Implications for practice	14-19
Williamson, D., Cullen, J., & Lepper, C.	Checklists to narratives in special education	20-30
McLachlan, C., Carvalho, L., de Lautour, N., & Kumar, K	Literacy in early childhood settings in New Zealand: An examination of teachers' beliefs and practices	31-41
Lambert, E. B.	Can drawing facilitate problem solving? An exploratory study	42-48
Fenech, M.	The impact of regulatory environments on early childhood professional practice and job satisfaction: A review of conflicting discourses	49-57

# Vol. 31 No. 3 September 2006

Blaise, M.	Editorial: Contextualising early childhood education	
Lai, Y. C.	Preliminary study of teachers' perceptions of teaching sex education in Hong Kong preschools 1-5	
da Silva, L., & Wise, S.	Parent perspectives on childcare quality among a culturally diverse sample	6-14
King, P., & Boardman, M.	What personal/social skills are important for young children commencing kindergarten?: Exploring teachers' and parents' insights	15-21
Skouteris, H., & Kelly, L.	Repeated-viewing and co-viewing of an animated video: An examination of factors that impact on young children's comprehension of video content	22-30
Taylor, J.	Life chances: Including the children's view	31-39
Hard, L.	Horizontal violence in early childhood education and care: Implications for leadership enactment	40-48
Fenech, M., Sumsion, J., & Goodfellow, J.	The regulatory environment in long day care: A 'double-edged sword' for early childhood professional practice	49-58

# Vol. 31 No. 4 December 2006

Sims, M.	Editorial: Early childhood educators: 'Drivers of social change'	
Boardman, M.	The impact of age and gender on Prep children's academic achievements	1-6
Gibbons, A. N.	The politics of technology in early childhood in Aotearoa/New Zealand: Fitting early childhood educators in the ICT grid	7-14
Kennedy, A., Ridgway, A., & Surman, L.	'Boundary crossing': Negotiating understandings of early literacy and numeracy pathways	15-22
Gillen, J., & Hancock, R.	'A day in the life': Exploring eating events involving two-year-old girls and their families in diverse communities	23-29
Stamopoulos, E.	Empowering preservice teachers to embrace diversity	30-39
Ortlipp, M.	Equity issues in practicum assessment	40-48
Purcal, C. & Fisher, K.	Attordability tunding models for early childhood services	40.50